

Comberton Playgroup

Inspection report for early years provision

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Inspector Deborah Kerry

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Comberton Playgroup opened in 1969. It is a committee-run provision operating from the Old School building in Comberton. The playgroup serves the local area. All children share access to a secure enclosed outdoor play area. The building is fully accessible.

The play group is registered to care for a maximum of 48 children at any one time. There are currently 56 children attending who are within the Early Years Foundation Stage (EYFS) age group. This provider is registered on the Early Years Register. Children can attend for a variety of sessions. The group currently supports a number of children who speak English as an additional language.

The group opens five days a week during school term times. There is an early risers session from 8.00am to 9.00am; the morning session from 9.00am until 12.00pm, with a lunch club from 12.00pm until 1.00pm; the afternoon session is from 1.00pm until 4.00pm.

The playgroup employs 13 staff. Of these, nearly all hold or are working towards an appropriate early years qualifications. The setting receives support from an Early Years mentor from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-School Learning Alliance (PLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage (EYFS) are effectively supported by staff. Children's individual needs are fully understood by staff and through regular observations their interests and the next steps in their learning are identified and included in the weekly plans. The setting keeps parents fully informed about the activities within the playgroup. Staff seek support and advice from other professionals to ensure that each child's individual needs are fully understood and can be supported appropriately. The setting has established effective procedures for evaluating and monitoring their good practice and have in place strategies to ensure this is undertaken on a regular basis, so ongoing improvements are clearly identified and acted upon.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop partnership working to provide opportunities for parents to regularly share their children's achievements from home and add comments about their development to their progress records.

The effectiveness of leadership and management of the early years provision

There are clear procedures in place for staff to follow regarding safeguarding children to ensure that their welfare is effectively promoted. Staff all have a good understanding of their responsibilities to ensure that children's welfare remains a high priority. There are clear risk assessments in place to ensure that all areas are safe for children to access. Staff ensure that daily checks are completed when setting up to ensure that children's safety is maintained and monitored, enhancing their welfare. Procedures for emergency evacuation are practised regularly and recorded, ensuring that children are developing a good understanding on how to remain safe.

There is a comprehensive range of policies and procedures in place to support the clear aims of the playgroup, which are shared with parents. Through the notice board, regular newsletters and displays of information on all activities planned for both the inside and outside area. Parents are kept fully informed about what is happening at the playgroup. Parents are encouraged to be involved in their child's learning and development. However, very few parents add to their child's progress files to ensure staff are kept up-to-date with children's individual needs and interests. Staff ensure that they are available to talk to parents about their children at the end of each session. However, parents are not forthcoming in sharing their child's achievements from home with staff to fully support their child's early education and learning.

The playgroup have effective systems in place to evaluate their practice; they ensure that all staffs' views are sought to ensure areas for development are clearly identified. There is a clear action plan in place for improvements to ensure changes have a positive effect on children's learning and development. Staff are knowledgeable on the EYFS to support children's progress and are fully supported in their training and development. The self-evaluation shows the playgroup's commitment to positive improvement and includes areas for development. The playgroup are establishing links with the local primary school to support children's transitions when they leave.

The quality and standards of the early years provision and outcomes for children

Children's health is promoted as they have a variety of fresh fruit at snack time that meets their individual dietary needs. Children can help themselves freely to water which is placed within their reach, ensuring that they are not thirsty. Through topics on health, children have developed a good understanding on what foods they need to eat to keep themselves healthy. Children have developed a good understanding on why they need to wash their hands before eating or after using the toilet. They wash their hands after playing outside to ensure they are clean, ready for snack. Children have regular access to the outside play area where they access a range of equipment and are taken on regular walks to promote their physical development. They access the large equipment to climb, crawl, balance

and jump to exercise their bodies to promote their healthy growth and development. Children explore the outside area using magnifying glasses and binoculars to look for bugs and insects. This helps them to gain an understanding about their environment and living things.

Children are provided with a wide range of resources and activities to promote their learning and development. Staff are fully involved with the children, which ensures that they can get the best from the activities provided and make good progress. All children help at tidy up time and are learning to share and take turns with resources and activities. Children communicate well with each other and through effective questioning by staff they are developing their thinking skills. Children enjoy looking at books; they handle them carefully and know that words are meaningful. Children are provided with resources that show positive images of the wider world. They participate in a range of activities based on the beliefs of others through celebrating different cultural festivals during the year. Children are developing their confidence through practising songs for a Nativity play which they will perform in front of their parents at the end of term.

Children are reminded to walk inside; this helps them to develop an understanding on how to keep themselves safe and prevents accidents. Children are confident communicators and eagerly share what they are doing with staff and other children. Children have access to a range of resources for mark-making both inside and in the outside play area to promote their early writing skills. They enjoy listening to and joining in with songs and action rhymes, which helps to develop their language and physical skills. Children have free access to a wide range of materials and media for their art and craft work. For example, they use marbles dipped in paint to create patterns when rolled across paper. They paint with brushes, their fingers and hands to create colourful pictures which are displayed throughout the setting.

All staff have a good knowledge of the EYFS and work together to plan a range of activities around children's interests to support their progress. They undertake regular observations on children to identify their interests and the next step in their development, which are included in the weekly plans. The planning includes a mix of adult and child-initiated activities to promote children's individual interests and learning. Children's records show what they have achieved and are clearly linked to the six areas of learning and show how children are making progress in their development. Staff organise the routine of the day so children are able to make independent choices about what they want to do. For example, children access the outside play area freely and make decisions about which activities they want to use.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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